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UNIVERSAL EDUCATION—THE SAFETY OF A REPUBLIC.

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HALF the misunderstandings of those who can least afford to misunderstand each other at all arise from two joint reasons—first, from want of frankness on the part of those who think they have no need to explain; next, from want of faith on the part of those who can take nothing for granted without an explanation.

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HUDSON'S SHAKESPEARE.*

BY H. H. MORGAN.

THERE are few Shakespearian scholars whose zeal has been as intelligent, and whose contributions have been as valuable, as those of Mr. Hudson. The book whose title is mentioned above gives us:

- I. Life of Shakespeare.
- II. Origin and growth of the drama in England.
- III. Shakespeare's art.
- IV. Shakespeare's characters.
- V. The use of Shakespeare as a Text-Book.

The biography gives us a fair review of the innumerable stories which make the contradictions of the poet's life seem so numerous, and which contradictions, indeed, at least one of our writers upon the authorship of Shakespeare has considered sufficient reason for doubting the authenticity of the works ascribed to the poet. As no student of Shakespeare has been more devoted than Mr. Hudson, so we may rest content with the accuracy of his statements and the fullness of his information. The service thus rendered will be appreciated by every student who, realizing that life is short, desires to save the wastage necessarily connected with looking in many books for information that might be gathered into one. The biography is, perhaps, a little too historical—that is, forgetting that history is a logical process, too much stress is, perhaps, laid upon the chronological connection. It would perhaps have been equally as well to have added a brief summation of the biographical facts, which must be logically true, and which really express all we know, or perhaps need to know, of England's great poet. For example, we know that Shakespeare's father was a prominent and active citizen of Stratford; we know, therefore, that Shakespeare had whatever advantages accrued to the son of a man in that position; we know that at least two actors had been born in Stratford; we know that theatrical representations were given in Stratford; we know the prowling curiosity of boys, and

*Shakespeare: his Life, Art and Characters. By the Rev. H. N. Hudson. Boston: Ginn Brothers,

hence we can infer the stimulus received by the one boy with latent capabilities for a dramatist; we know that Shakespeare was in London before his majority, and that in some capacity he became connected with the theater. We can with certainty infer that his position was such as belongs to a boy; that from this he gradually rose, by making his services more and more valuable, and by saving his means for the ultimate purchase of a controlling interest. We know what perhaps has never been sufficiently stated: that his mental development proceeded in accordance with, and not in contradiction to, the usual laws. First, he adapts old plays; then he is more free in his emendations; and finally, when he is possessed of the aim of the drama, he moves freely in what has now become his native element. This most valuable part of biography is generally lost to the world; partly because we forget each process when we have passed through it; partly because men like deification, and make a mystery of power which can be gained by other minds which pursue the same course, and pass through the same processes. Mr. Hudson's biography, read with reference to the thought above stated, will, I think, make evident its validity, and supply an omission for which I complain of many biographies. Later in life, it is clear that Shakespeare, living in an age the best fitted by its freedom and its great discoveries for the fullest development of all kinds of talent, was keenly alive to everything that could in any way contribute to his culture, and that he was also in a position to obtain access to all the men who constituted the mainsprings of the activity of his time. Hence, again, we should expect to find in Shakespeare a thorough knowledge of everything that he uses; and yet his knowledge is surprising in its accuracy, rather than supernatural in its extent. Shakespeare was in the highest sense a practical man; a man who thought through the results that others attained; a man who had learned the value and limits of "vicarious suffering." Hence we have to conceive of Shakespeare as a man who thoroughly knew what he professed to

know, and there is nothing in his works to justify the assumption that he ever claimed a profound scholarship as among his attainments. His learning is not to be considered as an earnest of what he withheld, but rather as the skillful use of all the resources which he had at command. That this should be so, we might have expected from his being a dramatist; that this is so will, I think, be evident to the readers of Shakespeare's works. I am neither called upon nor qualified to write an essay upon Shakespeare, but as these two thoughts seem to me worth the stating, and as yet they have not been clearly stated, I may be pardoned for a single illustration.

Shakespeare has frequently been reproached with a too frequent indulgence in punning. It must, however, be remembered that, as he himself says: "The age has grown pick'd," and that no one wholly escapes the influences of his own time. But beyond this one should notice the way in which Shakespeare makes use of his puns. Punning is of two kinds, and from confounding these many have failed to see the legitimate claims of paronomasia when used and not abused. Of course the humor depends upon the contradiction between the thought conveyed and the form which contains the thought. There is a punning which is merely the exercise of a verbal memory, and to which is applicable the sentence that punning is the lowest form of wit. Such is the saying of Queen Elizabeth: "My Lord Burleigh, ye be indeed burly." Again, there is a paronomasia which has nothing to do with the memory, but which is certainly a legitimate form of wit and of influence. For example, the Baron Rothschild, being a guest, listened to the compliments passed upon the Southdown mutton; when a gentleman, in expressing his own conviction that the preference for game was but a prejudice, asked the Baron why people preferred venison? The Baron is said to have replied: "Because, I suppose, mutton is so sheep and venison so dear." This pun is not a verbal similitude, but will wear forever, and is in character with the man as a lender of money

Such a use of paronomasia is what prevails most in Shakespeare, and a study of Bottom, in *Midsummer Night's Dream*, will, I believe, make evident this clear insight into the uses of so slight a thing as a pun.

II.—ORIGIN AND GROWTH OF THE DRAMA IN ENGLISH.

Under this head are considered the miracles and moralities, together with tragedy and comedy. It has long been a want of the students of literature (as a part of a school curriculum) to have some one place of reference for a full understanding of our drama. Warton's *History* is too little accessible; Craik and others are too meagre to satisfy an inquiring mind. The criticism made upon the biographical sketch will apply equally to the essay upon comedy and tragedy. One is hardly as much interested in knowing the names of the plays which occur earlier and later in order of time, as he is in tracing the growth of the drama. What is the essential nature of comedy and tragedy? Many are the authors who develop some one phase, but the field is yet open to any one who will state, succinctly and exhaustively, the limitations of each of these two kinds of drama. As I am writing a review, and not an essay, I shall refrain from any attempts of my own, in the hopes that Mr. Hudson, whose long and able service gives him prestige, will profit by the suggestions of one who, although some village Hamden, has intelligence enough to comprehend, and industry sufficient to familiarize himself with, whatever has been done by Shakespearean scholars.

III.—SHAKESPEARE'S ART.

This section is especially worthy of commendation. James Russell Lowell calls attention to the fact that Shakespeare nowhere avails himself of religious manifestations, as such. Mr. Hudson, with a deeper insight, recognizes the fact that the ethical is always present in Shakespeare, and that, with the instinct of a true artist, he makes it living, and nowhere cripples himself by a form which, however true, is certainly unpoetical. Contrast Milton and Shakespeare, and see whether one does not get more strictly religious instruction from the ethical than from the professedly religious poet.

IV.—SHAKESPEARE'S CHARACTERS.

But for a few articles written by a gentleman of St. Louis, I should have awarded to Mr. Hudson the high praise of having excelled in this, doubtless the most important direction. Gervinus and Ulrici stand almost alone among foreign commentators, as men who even suspect that the plays of Shakespeare mean something when considered as entire plays. To Mr. Hudson belongs the distin-

guished honor of forming a trio. And yet, in the opinion of no careless student of Shakespeare, albeit that he is unknown, the writer feels bound to say that Mr. Hudson's insights seem doubtful to himself, and to lack a gathering together into a system. My meaning will be clear to the student, if he will refer to the articles upon Julius Caesar, the Merchant of Venice and Hamlet, as presented in the *Journal of Speculative Philosophy*. Granting that the conclusions of the writer of these may not be accepted, it will yet be undeniably true that he has been the first author to state the possibility of such an undertaking, and to make a reasonable attempt for their realization. The similarity of view between this author and Mr. Hudson, and their want of communication (for Mr. Hudson's book appeared after all of these articles had been delivered as lectures), convinces me that Mr. Hudson will welcome so able a coadjutor, and that each may profit by the resources of the other.

V.—SHAKESPEARE USED AS A TEXT BOOK.

As in my own school I use "Hudson's School Shakespeare," I may speak with entire freedom of this section of his book. A word is sufficient. Mr. Hudson's protest against the use of Shakespeare as a spelling-book, or a work on analysis, is timely, and with the sanction of his name will be listened to. "I, too, am a teacher," and while my experience gives me a greater confidence in the early development of young people, I would entirely endorse what Mr. Hudson gives us in this appendix.

In conclusion, I would recommend the purchase of this book to every one who owns a Shakespeare. In fact, I think that those who do not study Shakespeare should rather take their opinions from so excellent a scholar as Mr. Hudson, rather than rack their poor brains with empty speculations about the immaterial points of Shakespeare's plays. This, of course, applies especially to such persons as the one whom I once heard say, "I do not like Shakespeare because he is immoral; why don't people read Byron?"

THE one serviceable, safe, certain, remunerative, attainable quality in every study and in every pursuit is the quality of attention. Genius, vivacity, quickness of penetration, brilliancy in association of ideas, will not always be commanded, but attention after due term of submissive service, always will. Like certain plants which the poorest peasant may grow in the poor soil, it may be cultivated by any one, and it is certain in its own good season to bring forth flower and fruit."

HOW TO DO IT.

HOW to build and properly furnish a school-house, is a question which is just now pressing for a solution in a very large number of school districts in the country.

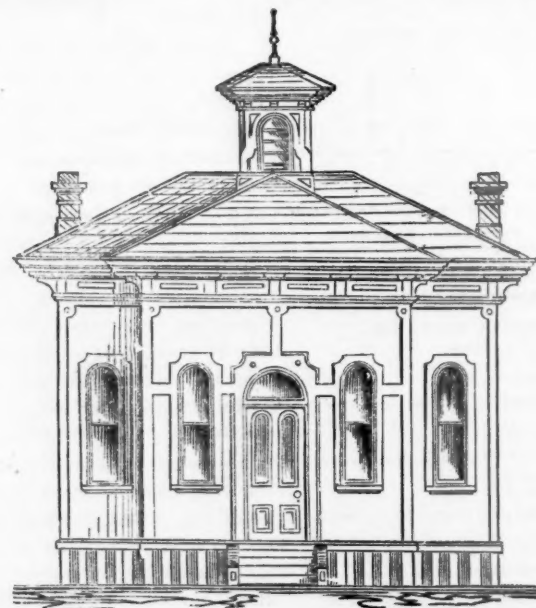
Parents, to-day, more than ever before, realize the necessity and importance of giving their children the rudiments, at least, of an education.

The State, too, finds that the intelligent man or woman is always and everywhere a productive element, not only producing from the raw material enough to support themselves, but a surplus with which and by which the State is enriched, so that the money invested to maintain our public school system is a *paying* investment.

Now, the question recurs, how can we build and furnish school houses to do this work the best, and at the least possible cost?

We propose, as far as possible, to aid school directors and trustees in answering this question by presenting, from time to time, in the *American Journal of Education*, such cuts and plans of school houses, and school furniture and apparatus, as have proved to be practical, useful and economical in the past, and such as the genius, enterprise and new condition of things may seem to demand in the future.

We have already done this to some extent, and letters of thanks and inquiry pour in upon us from all sections of the country, asking for more information on these topics—letters from the leading teachers, school directors and trustees, and others interested in this work of educating the people. Our editions of *twelve thousand copies per month*, containing cuts and plans for school-houses and school desks, have been speedily exhausted, but we shall be able hereafter to supply all demands in this direction without delay. We present here a first-class design for a cheap district school-house:

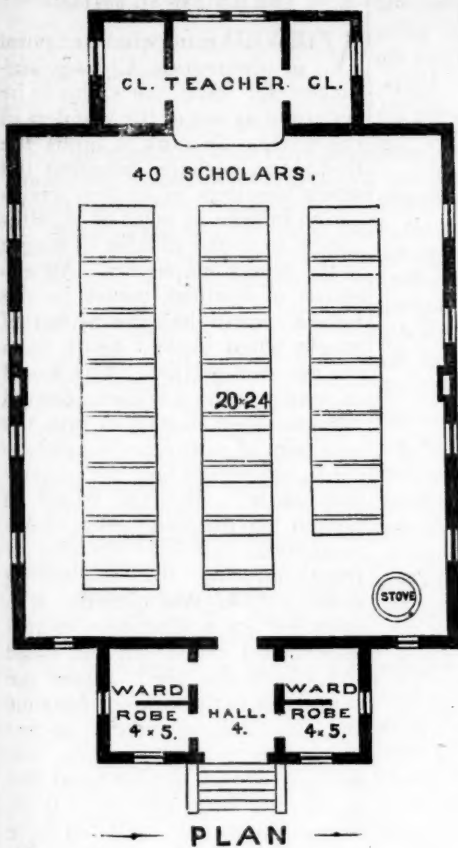


FRONT ELEVATION

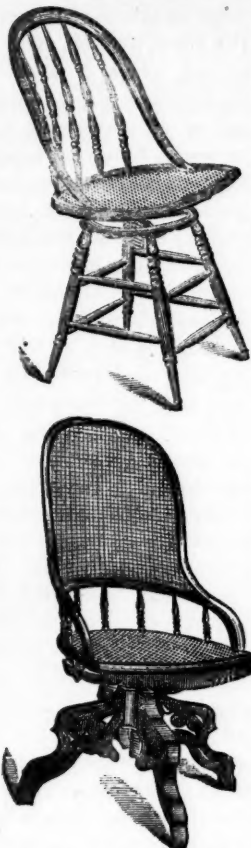
—SCALE 8 FT. TO AN INCH—

These designs become a large item of expense in the publication of this journal, and if those making inquiries enclose fifteen cents for a copy of the paper, it will help to distribute the expense of the cuts and the cost of the paper more evenly. And each person so sending will be sure to get the worth of their money many times over, as an architect would legitimately charge from \$50 to \$150 for plans and cuts such as we publish in nearly every issue.

In the design presented above, the building is a frame structure, set on stone or brick piers. Size of main building, exterior 21 by 25; height of story 13 feet clear; joist 2 by 10; studding 2 by 4; rafters 2 by 6; floor raised from ground 2½ feet. The outside walls to be covered with inch boards, battened. Shingle roof. The plan is so arranged as to give a wardrobe, furnished with hooks, to both boys and girls, who, by entering one door and passing out by another, avoid confusion. The heater is so placed as to warm cold air admitted at or near the door. The ventilating shaft is opposite smoke flue; foul air passing up, it enters the roof and passes out at the belfry. Teachers' rostrum is in a recess at rear of room, with closet on right and apparatus room on left. If a smaller building is desired, these additions may be omitted, and rostrum projected into the room,



TEACHERS' CHAIRS.



but in design it serves the purpose of use and architectural symmetry. Seats are arranged for one size of desk in each row, and each accommodates two scholars. Aisles two and three feet wide.

Belfry may be omitted, but adds much to effect, and serves for bell and ventilator. Principal windows on opposite sides. Interior ceiling may be level or covered at eaves. Cost \$800 to \$1,000, according to location and facilities for building.

BLACKBOARDS.

Blackboards three and a half feet wide between the windows and at both ends, clear around the room, etc. Our teachers' need tools to work with, as much as the farmer needs a plow or a hoe, or a mechanic needs tools to work with. In fact *blackboards*, have come to be as much of a necessity in a school-room as text-books, not only to school teachers and Sabbath school superintendents, but also to all classes of instructors, including lecturers and professors, and it is now admitted by all, that in no way can impressions be made so lasting, as by means of illustration upon the blackboard.

The surface of the wall on which the slating is to be applied should be made as smooth and even as possible. Use sand or emery paper, if necessary. It can be made perfect by filling any indentures with plaster Paris, taking pains not to let the plaster *set* before it is put in, as it will *crumble*. The base should be made of plaster Paris.

James P. Slade, County Superintendent of St. Clair county, Ill., says:

"Nearly two years since, for the purpose of testing several of the various articles used in the making of blackboard surface, five or six different preparations were used in *repairing* our boards and making *new* blackboard surface; and now that sufficient time has elapsed to enable me to *judge* of their merits, I have no hesitation in saying that *Holbrook's Slating* is by far the best. It does not become glossy, crack, or *scuff* off. I can further affirm that it does improve, as you claim it will, by *use*. Of all the preparations thus tested, yours has given, and continues to give, entire satisfaction. For this reason I shall take pleasure in recommending it as I may have opportunity."

In rooms used for schools, where it is not convenient to put the slating on the wall, blackboards made of wood or paper will do good service, hung upon the walls.

ESTIMATES SHOULD BE MADE.

We are sure those teachers and school officers who have suffered for the want of funds to pay salaries and other legitimate expenses when due, will endorse our statement when we say that every *necessary item* should be included, but whatever else you neglect, do not forget to make a *liberal estimate for teachers' salaries*. If you wish to secure good teachers, you must pay them liberally and punctually. Their salaries should be paid promptly at the end of each month.

The law is specific and plain in regard to the *duties* of school directors. On this point Sec. 14 says:

It shall be the duty of the directors in each sub-district, on or before the third Saturday in April of each year, to forward to the township clerk an estimate of the amount of funds necessary to sustain the schools in their respective districts for a period of not less than four or not more than six months, and to discharge any indebtedness caused by insufficiency of previous estimates: in such estimates stating clearly the amount deemed requisite for each and every item of expense, and in case the directors in any sub-district shall fail to take and return the enumeration aforesaid, and the estimate required by this section, it shall be the duty of the township clerk to employ a competent person to take such enumeration and make such estimate, and to allow such person a reasonable compensation for his services out of the funds of the sub-district.

The following is also the form prescribed by law for the

"ESTIMATE OF SCHOOL EXPENSES."

To _____, township clerk of township No. _____, range No. _____, county of _____, State of _____:

The following is an estimate of the expenses for the support of the public school in sub-district No. _____, in said township, during the present school year:

	Dollars.	Cents.
To discharge indebtedness (if any) of sub-districts.....		
For the purchase of school-house site.....		
For building of school-house and out-houses.....		
For teachers' wages during the year.....		
For repairs on school-house and premises.....		
For purchase of school furniture.....		
For fuel, etc.		
For the purchase of apparatus, etc.....		
For rent of school rooms.....		
For contingent fund.....		
Total expenses,		

We do hereby certify that the foregoing is a correct estimate of expenses for the support of the public school in sub-district No. _____, township No. _____, county of _____, and State of _____.

Dated this _____ day of _____, 18____.

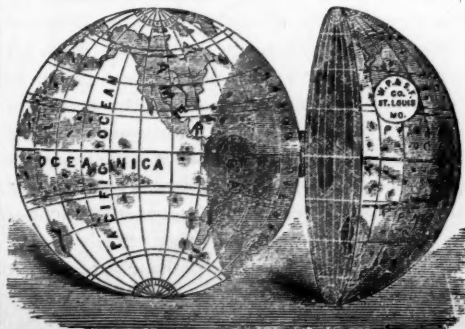
_____,
_____, } Directors

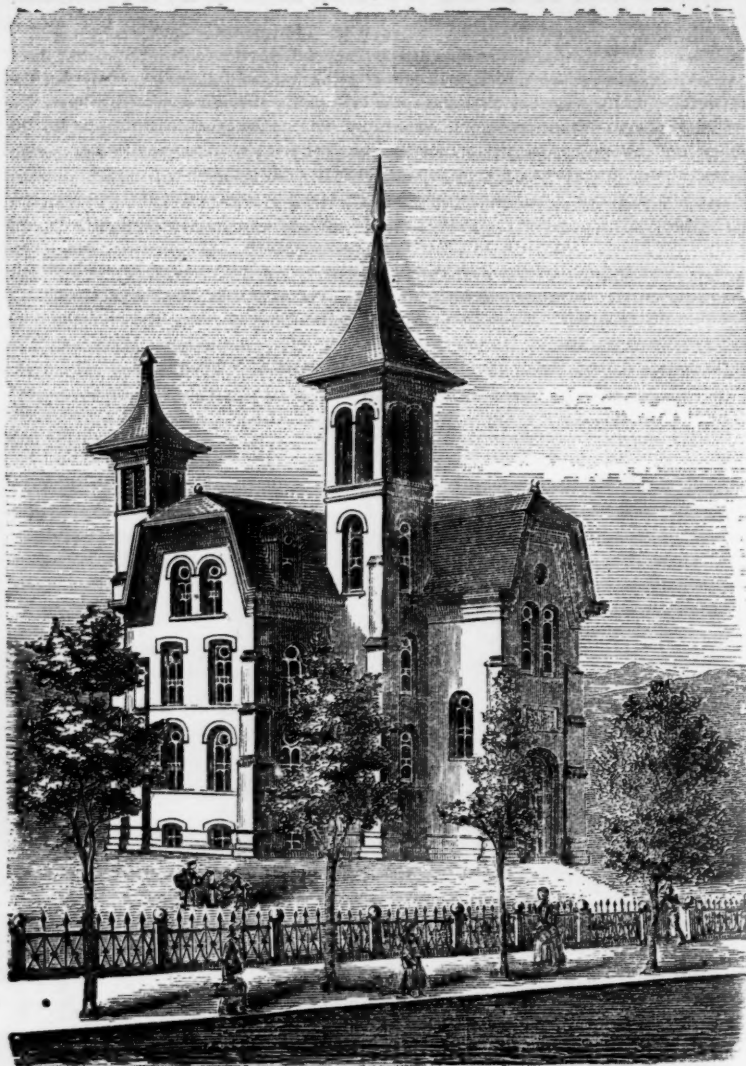
GLOBES FOR PREMIUMS.



EVERY school should have a globe as well as a dictionary. We have furnished a large number of schools with the latter as a premium for subscription, and we have now made arrangements by which we can furnish any individual, teacher or school, with either one of the three globes shown in these cuts.

For six subscribers, we will send either the Five-inch Hemisphere Globe, or a Five-inch Globe, mounted; or for *twelve* subscribers, we will send the Eight-inch Globe, mounted, with moveable horizon and quadrant. No teacher need be without one of these aids any longer. Parties ordering pay express charges.





SPELLING IN OUR PUBLIC SCHOOLS.

MOST of our teachers will agree with me, I think, that spelling, as taught in our public schools, is, to a certain extent, a failure. Our pupils, however well they may memorize the lesson for the day, are, when the real test comes in writing original exercises, very bad spellers. The simplest and commonest words are the ones most frequently mis-spelled. Some of this may be attributed to the carelessness of the pupil, but by far the greater part is the result of our faulty method of teaching spelling.

It is, I believe, generally conceded that spelling exercises should be written, not orally conducted. The eye should be carefully trained in observing the correct forms of words. I believe the practice of writing mis-spelled words, to remain in that shape on the blackboard for any length of time, to be highly pernicious, since it accustoms the eye to the incorrect form of the word. Let the word spelled wrongly be written, corrected, and then erased; or, better still, re-written in its proper form.

To the phonetic method of teaching reading are attributed by many the bad results obtained in spelling. Unable to speak positively on this

point, it appears to me that where the proper amount of care is taken in naming silent letters, and—even in the lowest grade—when the form is impressed upon the pupil by the continual printing and re-printing of words upon the slate, no evil results will follow the phonetic method of Dr. Leigh.

The great fault appears to me to be in the spelling-book now in use in our schools. The selection of words is unadapted to pupils in the third, fourth and fifth grades. Their arrangement is not good, since from their analogous form they do not sufficiently tax the powers of observation and memory of the pupil. When a lesson consists of words of a certain termination, or words beginning with a certain syllable, and none other, as for instance, detection, dejection, deception, the pupil has merely to observe the analogy, and write the words mechanically, without thought; should the word dissension be given by the teacher after such a lesson, the pupil would be very apt to write it decention, or dimension demention. And, pray, of what earthly use are such words as phthisic, pseudonym, etc., to pupils in the public schools, who do not know their meaning, will

probably never use them again, and most of whom will perhaps never rise above the first, many of them the second, grade of studies? Again, the sentences given in the speller are not at all calculated to show the meaning of the words employed.

The plan recommended by Superintendent Harris of learning as a spelling exercise the difficult words in the reading lesson, is an excellent one, and open to but one or two objections: the time occupied each day in marking with a lead pencil the words of the lesson of the succeeding day, and the annoyance occasioned by pupils who, having been absent the day previous, have not marked the lesson. However, this latter might be obviated by indicating the words of each lesson on the day in which it is to be recited. Worcester's Speller has, however, not been discarded, and as we cannot have two recitations a day in spelling without neglecting some other branch, and since we are expected to conform as much as possible to the tabular view of studies, where a given number of pages of the speller are to be passed over in a given length of time, we cannot give to the words of the reader as much time as they deserve. And the time spent on the speller is nearly, if not quite, wasted so far as learning to spell is concerned.

Precious time will be profitably spent in most of the grades—at least as low as the fifth—in requiring a great deal of original composition, every word to be well and neatly written and correctly spelled. "Practice makes perfect." Let every written exercise be copied and re-copied until correct in all respects.

"But," teachers will say, "whence are we to take time?"

Give a little less to something else; all branches will profit by the habits of accuracy and neatness acquired in this one.

Oh, if some one would give us a speller containing a good, useful selection of words, with simple and easy definitions attached, what a blessing it would be to us teachers! Webster's Dictionary is advantageously used in the highest grades—we of the third, fourth and fifth need something on the same plan, but simple, easy of comprehension, and containing no useless words. With such a speller, and the frequent writing exercises spoken of in this paper, we might look for results which, under the present system, we cannot but fail of attaining. M. K. S.

St. Louis, January 20, 1873.

"DESPISE nothing my son!" was the advice a wise mother gave to her boy when he went forth into the untried world to seek his fortune, and that boy grew up into Sir Walter Scott.

CHICAGO AND ST. LOUIS.

VIEWED from whatever point of observation, Chicago vindicates for itself the claim to be regarded as one of the wonders of the world. In rank it holds the first place, perhaps, counting the seven wonders of ancient civilization inferior in point of significance, or in the display of magic in the power employed. All exercise of spiritual power in the natural world has the aspect of magic when viewed apart from the measure of time. The world of matter is the world of external influences—of destiny or fate, the necessity of outward circumstances being everywhere the controlling cause. But the world of human civilization everywhere presents us self-determination or spontaneity as the originating cause. "Do you consider it a miracle," says Carlyle, "that a man should reach out his hand and clutch the sun? Does the miracle lie in the miles of distance and the aeons of time? Is not rather the miracle in this, that man can stretch out his hand and clutch *anything* with it." It is, indeed, the miracle itself that there should be such a thing as free will, for does not all reflection on the part of the mere finite understanding end in finding the inconceivability of self-determined action, and of any deed that does not spring from an infinite series of causes acting through the motives of the intellect. The miracle is always the realization of the ideal in the real. Whether the Egyptian King wishes to build an eternal tomb that shall rise out from the mud of the Nile into free air, above all inundation or possibility of being buried by the annual sediment thereof—whether the inhabitants of Rhodes erect a statue to their Sun-god that shall span with his giant stride the mouth of the harbor—the wonder lies in the realization of the human purpose and design.

Every age and country has its ideal, and it turns its eyes toward some realization which best serves for its type.

In our day and generation, when the democratic ideal has possessed the souls of peoples just as the fountain of youth possessed the romantic adventurers of the sixteenth century, America is the type of the realization of this longing for political and social freedom.

The tide of immigration which flows hither from Asia as well as Europe, has as its moving cause this ideal. Asiatics feel it only in the possibility of wealth, whereas Europeans feel it in the social and political element chiefly.

What America is to the nations of the world, Chicago, as a city, is to the world of commerce and

productive industry. It is the type of the productivity of our industry, which creates means of transit from one section to another, and channels for the exchange of productions. For all shall be brought together—the raw material, the manufactured product, the people of different sections and of remote nations, the ideas and usages of all ages and climes. Commerce is cosmopolitan in its spirit. The industry of this age is productive to an extent hitherto unrealized, even in the most prosperous communities. Gladstone tells us that the wealth which England produced in the interval of seventy years, between 1800 and 1870, equals the aggregate of the production from the invasion of Julius Cæsar to the year 1800; and he further estimates the wealth produced during the twenty years since 1850 to be equal to that produced during the fifty years previous. This gigantic result is the achievement of steam. The domestication of animals—the use of the horse and the ox—added tenfold to the productive power of man. But the utilizing of steam as a motive power increases the products of industry one thousand fold. The aggregate amount of productions that outlast the use of one generation, and are handed down to the next, is thereby increased one hundred fold.

Permanent improvements descend from one generation to the next, and the gross amount of labor which they represent does not have to be created anew, but forms a ready capital, which is the instrument for producing other capital.

It is the momentum of this geometrical progression that gives our generation such faith in ideals. Not what we *are now*, but what we shall presently *become*, is the favorite object of contemplation. The realization that is here today gives place to-morrow to a reality that was a mere ideal yesterday. We lift our gaze from the dead result to the contemplation of the living force which produces it.

Foremost in the rank of realities that issue forth from the ideals of our civilization is the city of Chicago. It is the very focus of the rays that converge from those ideals. There is the magic that realizes at once the boldest conception; the conflux of a population that doubles once in eight years, and that furnishes itself all the facilities and comforts of the most advanced urban life with an incredible ease and celerity.

This aspect of the growth of Chicago causes a general feeling of interest in it. All over the country, people feel that it is an outward symbol of the aspirations

within themselves. The civilizing force that shall turn the wilderness into a cultivated garden, and build towns and villages along the channels of communication, and metropolitan cities at every central point, finds its expression and manifestation in an eminent sense in the city of Chicago. Thus, on the occasion of the great fire, there was a worldwide feeling that the spiritual force of civilization had been attacked and insulted by a Titanic force of nature. The expressions of sympathy that poured in from all parts of the world indicated the large part that the city bore in the hopes of mankind.

The growth had been so rapid that the world had beheld a drama unfolding with a strict observance of the unities of time, place and subject. Any presentation of the whole in miniature interests man—for he is, as Aristotle said, a mimetic (or symbol-producing) animal. He seeks the spectacle of himself. History, in the past as well as in the current events, is the revelation of man's nature. The spectacle excites wonder in proportion to the suddenness with which it evolves. The slow growth of London to the size of a respectable nation in itself, does not excite the admiration that Chicago has done by growing, in one generation, from an uninhabited swamp to one-tenth the size of London.

If we ask ourselves what social causes have led to the growth of such a city in this locality, we can easily frame an answer. This city is a product of commerce. The social wave that built Buffalo so rapidly created Chicago. That great metropolitan centre, New York city—backed by the Eastern and Middle States—must gather the productions of the West. The lakes furnish cheap transportation for the bulky and heavy productions. At the farthest point of approach to the most fertile regions of the West a great gathering and distributing point must be established. This point must be as near the Southwest extremity of Lake Michigan as the convenience of a good harbor would permit. The accident of Chicago river which furnished the purposes of an extensive system of wharves, determined the location of the great city which should gather the products of the West for the purposes of Eastern commerce. The importance of uniting railway systems with water communication is well understood. The railroads must go as little out of their straight line course as possible, and therefore could not afford to bend round the southern point of Lake Michigan to any place fur-

ther north than the finding of a good harbor would necessitate.

New York and the East commands the capital of the Nation. It built the Pacific Railroad in its interest; and from Chicago, as its western depot, it reaches out in all directions, and collects the produce of the Mississippi Valley. In the process of doing this it builds cities as collecting centres. This energy of all the East, concentrated at Chicago, gives us the spectacle of superhuman energy. The atmosphere of Chicago is most strikingly in contrast with that of St. Louis. In the latter city we have a location formed by nature for the distribution of the home productions of the Mississippi Valley. Midway in this vast region, it cannot be otherwise than a depot for the exchange between the North and South. The North must and does produce what the South needs, while the South produces what the North will have. What is more inevitable than the fact that, somewhere near the centre must be a distributing point for these productions thus seeking to complement each other. The localities where this city might be are few. Cairo would be the first to suggest itself, but at present, and for some time to come, this is too far South to answer the purposes of the belt or zone of migration that contains the people devoted to productive industry. Thus we come north to the bluff nearest to the mouth of the Missouri, and below the same. Those people who founded Alton had not reflected on the inconvenience of coming down one stream and heading up another in order to find the stopping place.

The growth of Chicago is in every respect auxiliary to that of St. Louis. Even its extension of lines of railroad to Kansas City, and thence to the Southwest, is the best thing that has happened to St. Louis. The expenditure of the exhaustless capital of the East in settling the Northwest, and in connecting the river and all points inland by means of the railroads, is a direct boon to St. Louis. Every dollar invested in Northwestern railroads yields a large per cent to the wealth of St. Louis. Chicago may reap two millions where she has planted one million, but St. Louis reaps a hundred thousand where others have planted the million. She lacks capital to develop this great region. Were there two Chicagos, one on each side of St. Louis, still St. Louis would grow faster than at present. The Southwestern country needs railway facilities ten times as fast as St. Louis can build them. Once built, St. Louis can easily build the short connecting lines and tap the commerce. Just

so far as St. Louis is a necessary distributing point in the great valley, all railroads and their distributing cities built throughout this region tend to develop St. Louis. Just so in the Eastern line of transit Chicago holds the inevitable place, and St. Louis cannot pretend to any rivalry. The two cities are mutually helpful in so far as they make new territory productive to commerce. The might of productive industry has allied itself especially to the Chicago development. The influence of Chicago, wherever felt, is a vitalizing one. It is ever opening up some new region by its unaided might, and its sister cities may share the products of it just in proportion to their enterprise or their fortunate situation.

W. T. H.

OUR TEACHERS' BUREAU.

Those desiring teachers are requested to state—

- 1st, Salary paid per month;
- 2d, Length of school term;
- 3d, Qualifications required.

Teachers desiring positions will also state—

- 1st, Their age;
- 2d, How much experience they have had in teaching;
- 3d, What wages they expect per month.

We charge each applicant for a position, and each person applying for a teacher, the sum of *one dollar in advance*, for inserting their application.

TEACHERS WANTING SITUATIONS.

222. A young lady as teacher of the English branches in the primary department of a good school; good references.

223. A young lady with several years' experience, as teacher in the primary department of a school, or governess in a family; prefers the South.

224. By a teacher of more than twelve years' experience, a position for either or all branches below referred to—German, Spanish, English, French, Latin and Drawing. Best references given.

225. By a gentleman, as principal of a graded school; has four years' experience and good references; salary \$30 to \$100 per month.

No MAN stumbles upon success. Good luck may open the way to the front, but he will never reach it without brains. "What do you mix your paints with?" asked a visitor of Opie, the painter. "With brains, sir," was the reply.

COMPLAINING people, people who are in a state of normal dissatisfaction with the universe generally, do not often master the situation. The wrong side of the tapestry of life is never the most beautiful or encouraging one!

AMERICAN Journal of Education.

J. B. MERWIN.....Editor

ST. LOUIS, FEBRUARY, 1873.

LOOK AT THE FACTS.

THE question as to whether it is best to maintain an efficient County Superintendency of the Schools in every county in the State, is, we think, most conclusively answered by the *facts* and statistics presented by the Committee appointed at the State Teachers' Association, in Springfield, Ill., December 27th, 1872.

The arguments, presented so clearly are entitled to as much consideration outside the State of Illinois as within its borders, and we mistake the intelligence of the legislators now in session, if they do not give heed to these *facts*. The Committee ask careful attention to a statement of some of the "facts, statistics and experience," which seem to them to favor an efficient superintendency.

The education of the children of the State is of vital importance.

Its influence is interwoven with the entire fabric of society.

Inducing intelligence, industry, temperance and honesty, it is the motor and directing power of all industries, trades and professions.

It is the cheapest and most effectual of all agencies to secure good government.

The school system of Illinois is already a power. It acts directly upon 900,000 children, School influences reach 500,000 homes.

Every man enjoying the privileges of the State owes more to the direct and indirect influences of the public schools, than to all other means for the improvement of man combined.

And yet its power can be greatly increased without a large outlay of money.

As a question of finance, it stands second to no other of the commonwealth.

Whether this use of our resources shall be an investment or a burden depends greatly upon the management of our schools.

Every dollar should be spent with a view to secure the best possible results.

We have no money to waste upon incompetent teachers or school officers.

LOOK AT THE COST.

Our total expenditure in 1872 was \$8,907,036.27.

We had about \$18,000,000 of school property.

The salaries of teachers cost \$4,

339,256.31. We had in operation 11,396 schools.

Pupils spent in the public schools of the State 49,842,481 days during the year 1872.

This is equal to 136,554 years of life-time. It is at a period, too, when direction is given to the entire life of our citizens.

Add to our annual expense. \$8,907,036.27, the value of pupils' time at 10 cents per day, \$4,984,248.10, and we have \$13,891,284.37.

Estimate this time at 25 cents per day, and it gives us an expenditure of \$21,817,656.52.

Is not this a vast financial interest? Does it not call for an examination into every part of our system?

What would an individual or a corporation do if assigned the management of such great interests?

Would there not be a recognition of the fact that success required intelligence, industry and energy?

If a corporation had 11,396 workshops, would not every one be looked after by a man who understood the business?

What would be true of workshops ought to be true of schools.

Community has a great interest in the work turned out by the 10,000 teachers paid by the State.

The highest good of the child requires that every step in his progress should be guided by the most skillful workman.

We know that there is a great difference in teachers.

Experience has proved that by a proper supervision the standard for teachers can be raised.

The best, as well as the poorest, can be made better.

If the efficiency of our schools could be doubled it would be equivalent to adding \$8,907,036.27 to our revenue, or 136,554 years of school-life of our children. It is the opinion of those best informed that this could be done. It is within the experience of all that some teachers accomplish twice as much as others.

The most foolish investment any community can make is to put their money into a poor school. It is a waste of money: it is a waste of life.

The County Superintendency was established to guard and protect these school interests.

Schools have made progress in proportion to the intelligence and earnestness of supervision. Is not that the experience of every man who has given the subject attention?

The duties assigned to this officer by our legislature will be found in section 20 of our school law:

It shall be the duty of the County Superintendent, if so directed by the county board, to visit, at least once in each year, every school in his county, and to note the methods of instruction, the branches

taught, the text-books used, and the discipline, government and general condition of the schools.

He shall give such directions in the science and methods of teaching as he may deem expedient and necessary; and shall be the official adviser and constant assistant of the school officers and teachers of his county, and shall faithfully carry out the advice and instruction of the State Superintendent. He shall encourage the formation and assist in the management of county teachers' institutes, and labor in every practicable way to elevate the standard of teaching, and improve the condition of the common schools of his county.

WRONG END FIRST.

"LIFE is short and Art is long," especially now-a-days. As art is growing so very long, it fills many volumes, and it consumes more of life to learn it passably. The fine arts, and the useful arts—what a host in themselves, and the number is steadily increasing. Economy is a virtue that has many applications. There is economy of time, economy of labor, economy of emotions, economy of funds, economy of materials, economy of dress, economy of outward and inward resources, all more or less noble and virtuous.

Now, it is a grand thing to save time, if "time is the stuff that life is made of." It is a grand aim to save time for our little people in school. If we can save our children, each, one year, the children can live practically a year longer, and certainly live happier.

"Wrong end first." Yes, that is exactly the description. Wrong end first, in arranging the matter that is to be learned. Wrong end first, even worse, in selecting the matter that is to be learned by the pupils.

For the sake of hitting the nail on the head we will look into the geography which your son is thumbing and grumbling over, to-night, when you have read through this article. Look into the geography with the eyes of a merchant or manufacturer, to see whether it is a business book, and will aid in giving a business education.

"Wrong end first!" you exclaim. Why so? Because the demands of science have overruled the demands of real life. The solar system, a compend of astronomy, the truths of natural philosophy, an outline of geology, and then a set of crabbed and wire-drawn, brain-puzzling definitions, better fitted for a veteran mathematician or jurist than a tyro; after which he begins to study the general features—mountains, rivers, seas, etc., of Asia, or, perhaps, by special grace, Europe. Ah! I see. A scientific arrangement! My boy must study Asia, then Europe, then Africa—six months or twelve months be-

fore he knows whether Boston caught fire from Chicago, or where the pine lumber from Maine would go to mill and market; whether cotton and rice grow beside Lake Erie, or ice and granite are shipped from New Orleans to the Adirondacks. The matter should be arranged according to its relative importance, not according to its scientific proportion, or its share in the education of an individual. Given, an average mind. Problem, to fit it for real life. Required, the certainties, and next the probabilities, which await it. If my son is to enter a retail dry goods store he does not need, he can never use, he would in a few years forget, the large attainments of a professional geographer. Besides, as he can not be learning everything at one and the same hour, the more geography he learned the less of arithmetic, or philosophy, or some other study, he must be learning. Whatever will be important and profitable for him to learn, let him learn, I plead, but nothing else. It will take all the time, if not double the time, he can spare to learn the various branches of knowledge that are of practical import to him. Would you freight a ship with a cargo of silks to sell in Greenland to the Esquimaux? Freight your child's mind with what will surely be needed—and needed most urgently—in the race, in the toil, in the battle, in the storm; not with mere ornaments, nor dainties, nor smatterings, nor learned lumber. So speaks sage experience, in dolorous strain, not as a prophet, but a sad victim of parental and scholastic errors.

"Wrong end first," also, in the quantity. Mr. Gradgrind is trustee, or principal, or parent. Mr. Gradgrind demands that all the scholars shall study geography three years, three months, three days and three hours, and shall learn three hundred thousand facts in that time. Done. But done with what results? Done, with triumphant success at the examinations. Shattered nerves, disgusted souls, ill-trained minds—these are the fruits.

Parents and the tax-payers have a right to expect, nay demand, something better than all this, and our teachers must see to it that they have it—have it in results, which will help the boys and girls to enter "armed and equipped" as the law of common sense demands upon the practical duties of life.

Success rides on every hour; grapple it and you may win, but without a grapple it will never go with you. Work is the weapon of honor, and he who lacks the weapon will never triumph.

RULES AND HINTS FOR TEACHERS.

UNDER this caption we propose, from time to time, to give a few useful hints relating to the work of the teacher, premising, however, that such hints will, in many cases, be valuable only as suggestive reminders rather than original.

At all events, let the teacher govern the school rather than the school the teacher; but do not spend all the time in "governing."

You may secure aid in government and discipline from two important sources, viz:

First, by giving the pupil enough to do in the school-room; second, by creating the right kind of public sentiment.

Pupils in school, as well as grown people in society, need business, some kind of employment, and enough of it, otherwise "Satan finds some mischief still," and soon the teacher finds his hands full.

A pupil that works will govern himself; and self-government in school the teacher should aim at. Be sure you have attended to this point before you come to the subject of punishments.

Now, as to public sentiment: when this is right the school will almost manage itself; without it the teacher will have a hard task.

Therefore, make your scholars jurymen, and bring certain flagrant acts of bad scholars before them for judgment now and then, sometimes appealing to the ridiculous, but far oftener to their sense of right and wrong, and of what is proper or improper. If they have thus committed themselves to an opinion or decision, their pride will prompt them to corresponding conduct.

This public sentiment will be created and sustained largely by the example of larger scholars, to whom you should appeal in this respect.

You can, by perseverance in elevating the standard in various ways, make one course of conduct popular and another unpopular, and thus secure a very important help in your work within the school-room itself.

TWO STYLES OF RECITATION.

SCENE FIRST.

SCHOOL-ROOM fitted up with desks that face four different ways, for more convenience of light, and to suit the boys' social affinity. Teacher (a gentleman of the old school), with a speller in one hand and a ferule in the other, old brass spectacles on his nose, and a look of all-day jog-trot firmness on his face. Class of ten boys on the floor, in a crooked line, and as many attitudes as there are boys.

Mr. X.—"Come, James, we have

been waiting for you about long enough. If you don't come along pretty soon I shall be there to help you move a little faster."

James.—"Yes, sir; I am copying a sum in arithmetic, and have got it most done. It won't take a half a minute."

Mr. X.—"You ought to get your sums done long before this. Hurry up, now. Well, boys, it is high time to begin now. William, you may spell *Ebony*. We'll see if you can keep up to the head, as it has been a week that you have been trying to get up there."

William.—"E-b-e-r-n-y."

Mr. X.—"That is a nice beginning for the head of the class. James, you may try it."

James.—"E-b-eb-a-n-y. That is right, anyway."

"Mr. X.—"That boy near the stove is nibbling an apple. I must go and give him a little more appetite. (Away he goes, leaving the crooked class to itself.) Mr. Samuel Thomson, I'll find something better for you to indulge your taste on here in school time, eh! Take that, and that, and that, sir! (striking him on the shoulder.) Now, if you want another taste of this branch, young man, you can nibble off another bite of your nice apple. Now we will go back to our spelling lesson, by your leave. Henry Munson, spell."

Henry.—"E-b-eb-e-n-en-n-y-ny."

Mr. X.—"No. Is that the best you can do?"

Henry.—"E-b-eb-u-n-un-n-y-ny—Ebunny."

Mr. X.—"Well, d'ye give it up?"

Henry.—"E-b-eb-b-o-bo-n-y-ny—Ebony."

Mr. X.—"Now, that is long enough for you to try. Andrew, try your hand at it."

Andrew.—"E-b-eb-o-o-n-y-ny—Ebony."

Mr. X.—"Got it right, finally, have we? Go up to the head. Horace, spell *Elephant*."

Horace.—"E-l-el-e-p-h-e-n-t—Elephant."

Mr. H.—"You haven't seen the elephant much yet. Whispering, are you, in that corner? I'll come and give you good reason for whispering. Hold out your hands." (Whack, whack, goes the ferule on their poor little palms; whereas, all that they had whispered was how badly the big boys spelled, and spelling the words correctly themselves sociably. Leaving them in tears of pain and rage, the pedagogue goes back to his desk.) "Now the next take it."

Horace.—"No, sir; I know how to spell it now. E-l-el-l-e-le-p-h-e-n-t—Ellephant."

"Master, Johnnie's joggling my elbow; I can't write a stroke," says

an industrious boy with a roguish neighbor beside him.

Mr. X. leaves the spellers for another sally, seizes Johnnie's ear, and tugs it till Johnnie screams and cries with pain, then walks back, scowling, to his desk.

"Come, boys, we are going through with this lesson and all the others, if you stay till five o'clock, as you all did yesterday."

And there we leave them. The grey-haired teacher boasting of keeping school in "the old-fashioned style," which we sadly believed, and which his boys abhorred, while recitation, comment, discipline and threats were thus mixed up in a disgusting hodge-podge, doubly and trebly laborious, vexatious and slow.

SCENE SECOND.

A school-room fitted up with regularity, neatness and care—Gothic Desks, Maps, Globes, Charts, Blackboards; an exact time-table, with Estell's Programme Clock, fixing the hour and minute of every school exercise; "once well done is twice done," the spirit of the routine. The teacher evidently kind-hearted, yet business-like, realizing the duties for which his scholars are to be carefully moulded or trained. Class on a line, hands clasped behind the body, chests well thrown out, in military order.

Mr. L. calls class in Parker and Watson's Speller. Commences instantly when the line is formed. First scholar spells first word, unasked; second, third, fourth, fifth scholar spells each his word, rapidly and correctly, without a sound from the teacher's lips. Then, at a glance, or by a shake of the next scholar's head, showing that he does not remember what word comes next, Mr. L. gives it clearly. If Albert misses, the word is silently passed by the teacher's eye or finger to the next, Willie. He spells it, and passes up. Oscar, Edmund, Harry, each misses the next. It passes to Frank, and is spelled; Frank passes the three.

Mr. L. sees two boys on his right playing, yet watching him, beckons silence to them with his finger, or as silently marks a demerit, gives out the next word, and the next; sees an idler or a nibbler, but gives out the successive words in clear and calm tones, seldom checking a recitation or cooling its lively glow to name or to blame individuals elsewhere. The intense interest of the class must not be broken by side issues. The lesson is calmly and rapidly advancing. The close application of the teacher is an example to every faithful student, and a warning to every trifler. When the time is out the record is taken, the next lesson assigned, and the class gives place to the next.

In the class of Mr. X. it took twelve minutes to spell five words, and with great struggles and efforts. "D'ye give it up? D'ye give it up?" was the standing question. The scholar could try every way till he gave it up, four or five times, and with amusing ingenuity of guess-work.

In the class of Mr. L., on the contrary, in its usual style, from twenty to forty words a minute was the rate, and without a tithe of the trouble of poor Mr. X. among his lively company. He actually created greater evils than he remedied.

In fact, it is no mean test of a teachers qualifications, the fewness of his interruptions and side remarks, and the ease with which he can be drawn aside from the very business of the hour. If he does the one thing with all his might and skill, with all kindness, and yet with unswerving dispatch to the very minute, if possible, he is morally teaching most wholesome lessons by his character as well as the current lessons of the day. He is training efficient men as well as thorough scholars.

Mr. X. is a drudge, Mr. L. a master. Mr. X. never finishes in season; Mr. L. often closes a few minutes before the time, and then the school waits, in the profoundest silence, till the clock strikes twelve or three—the hour of well-earned recess, when the good scholars are dismissed, but the bad ones are kept for study, or blame, or punishment. The innocent are not to be punished with the guilty, the bright spirits with the indolent or the roguish. No such injustice nor cruelty ought ever to be committed, belviao a with the young, for it confounds all distinctions of right and wrong, of virtues and vices.

L. W. HART.

BROOKLYN, N. Y.

CIRCULATE THE DOCUMENTS.

OUR list of popular educational documents now number ten. We are sure our teachers and others interested in the education of the people, will do themselves and the public school system an essential service, by placing these "documents" in the hands of those who need information on the topics treated of.

They cost but a trifle—5cts. each and postage, or \$3 per hundred.

Circulate the documents.

ALL great leaders have been inspired with a great belief. In nine cases out of ten, failure is born of unfaith. Tennyson sings, "Faith and unfaith can ne'er be equal powers." To be a great leader, and so always master of the situation, one must of necessity have been a great thinker in action.

Enlightenment as the Highest Form of Culture—Culture of Women, etc.

[The following article is the conclusion of Trentowski's "Introduction to Pedagogics," of which eight portions have already been published in this journal. The translation is by Prof. Podbielski, of Havana College, Cuba.—W. T. H.]

Germany is the country of learning. It is impossible, however, to be enlightened without good education and instruction, because education and instruction are the factors of enlightenment. To be enlightened, then, means more than to be well educated or learned. A man truly enlightened is equally at ease whether in the royal palace or in the circle of German professors. His throne shines with a graceful splendor, whether it is the elegant sofa, in the saloon of the French Marchioness, or the old chair, after the Jesuits, in the academical *aula*. He lives for fatherland, people, liberty, progress, and is occupied with politics, and also with the other affairs of this world, well knowing that it is a greater merit to be a good citizen, patriot and man, than to be the most celebrated philosopher. Good education for a learned man, is the Moses' curtain before God's face. Ancient Greece, and particularly Athens—knowing everywhere how to harmonize genius with learning, profundity with taste, exactness with beauty, usefulness with noble grace—was the country of enlightenment.

An accomplished man, worthy of this name, is well educated, learned and enlightened together. Education, instruction and enlightenment, though under entirely different forms, reign also in the culture of the fair sex. What, then, we have said especially with regard to man on this subject, the same is to be understood as applicable to the female world. The two temporary and opposite manifestations, the real and the ideal, are, however, in the inverse ratio in the two different sexes, though deity, character, the spark of eternal God, or the immortal soul and self-hood, are in both the same. Education constitutes the cardinal thing for women. Each woman ought to have a good education, because it is to her the most efficient ornament; it ennobles her beauty, and adorns her with the girdle of the graces of Aphrodite. Education—which instruction and enlightenment are to accompany, so far as the necessity of life and the delightful enjoyment of society requires—is for a maiden what a graceful dawn is for the morning sun; it is her dress, woven out with enchanting silks with the fairy fingers of sylphs—the lace with which shines the Queen of Olympus. Good education is of more value here than rich dowry. The beautiful sex does not want either the profound scientific instruction or the highest enlightenment here spoken of, but rather to have a natural and cultivated taste, with good education; to love God and neighbor, virtue, truth and their home; to breathe into man's breast with the blessed feeling of heaven; to enrapture him with the glance of the pure soul; to charm with the nightingale's voice and divine music; to overflow lover, brother, husband and son with patriotism; and everybody must respect them as the divinity of the land of freemen. Not the highest and exact sciences, full of thorns and briars; not the complete enlightenment, which is the fruit of labor and sweat; but to weave a rosy crown for the head of the learned, and to sweeten the life of the enlightened, is their destiny.

The male sex are the helmsmen on the stormy ocean; the beautiful sex are their desired and respected divinities on the island of Home, Rest and Leisure.

Education, instruction and enlightenment are, then, three harbors amidst the pilgrimage to the Elysian Fields of Apotheosis—three sides in the triangle of perfection; they are the means leading us to the last mark; the highway lined with three ranges of palm trees to the Solomon's temple of human destiny.

We can here define our science as follows: PEDAGOGICS IS THE SCIENCE OF EDUCATION, INSTRUCTION AND ENLIGHTENMENT OF YOUTH. This definition is the most common, and altogether the most profound. The most popular conceptions are also commonly the deepest, as, for instance, that of God—the highest riddle and mystery for the people. We know, then, that pedagogics has in view to awake the sleeping deity in man, and to inspire it with the omnipotence of spontaneity; we know, also, that this end may be obtained by education, instruction and enlightenment. Notwithstanding that, we know yet very little. Because it is not enough to know that it is necessary to culture a child, we have yet to know how he or she ought to be cultured. The entire science of pedagogics alone can solve for us this question.

Although being really the most perfect master of good education, instruction and enlightenment, you should be celebrated as the model of teaching—although you should labor day and night, doing even more than is in human power—you will not attain your end if your pupil be not gifted by heaven, or if untoward circumstances combine against you. There are children to whom nature has denied abilities. No physician can succeed to place a brain into an empty skull, so no pedagogue will draw out the understanding where it does not exist. The lame cannot make good dancing-masters, nor the blind become painters. Thus, too, the born fools cannot be transformed into the wise. Having labored upon them for ten years and more, you will cry at last, *Oleum et operam perdidit!*

Sometimes it happens, also, that a child has the best natural disposition for education, for science and for enlightenment, but his parents are in poverty and barely able to obtain a living. They cannot, then, though they would sincerely desire it, fulfill their duty.

All is not in the power of man! The natural abilities, the gifts of heaven, and the fortunate circumstances which do not depend upon us, are called in theology God's grace. Therefore, father, mother, tutor, teacher, every pedagogue, know and remember it—that without God's grace, all your efforts will end in nothing.

MY FIRST SCHOOL IN AMERICA.

THINGS not turning out with me as I wished them in Scotland, I made up my mind to go to America, where I might become a professor in some college, or rise to be a member of the Senate in some of the States, or even in Washington.

One day Dr. Brownlee, one of the ministers of the Collegiate Reformed Dutch Church, in New York, said to me: "They want a teacher in the Academy of Harsimus, you had better go over in the ferryboat and try to

get it. I began to preach in the backwoods, and taught schools, too, in New Brunswick, before they made me Professor of Languages in their college there. The American people wish to see what a stranger can do before they raise him to a high position. The trustees of the public schools told you that they did not wish a teacher who had studied philosophy and the languages as much as your printed testimonials show that you have done at the University of Glasgow, but a plain, earnest man, who knows how to teach the branches of a good English education, and thinks himself honored in doing it."

I therefore took the ferryboat and sailed across from New York to Harsimus, which was then a small village consisting chiefly of one row of buildings along the Hudson river, nearly parallel to the houses on the New York side. The school was called an academy, but it was nothing but a very common school. The scholars were principally the children of men who were working in Haight's carpet factory, and on the railroad, which they were then taking from Jersey City to Patterson. I had only a few dollars over, and was forced to do something, so I was glad to take the school.

None of the scholars were far advanced; sixteen of them did not know their letters. There was work for me here, to teach those sixteen their letters. I remembered how my father made me say the letters after him from beginning to end, until he began to tire at not seeing any fruit from his labors, how he named some letter, and told me that he would expect me to tell that name to him when I came to it the next time, even how I kept naming that letter over to myself while calling aloud the others after him, until in an unlucky moment I lost the name of the letter, and got a good hard whack on the ear when I came to it and could not tell it.

This plan I did not admire then nor afterwards, and, therefore, made up my mind to strike out some plan for myself. I went over to the Sunday School Depository, in New York, and bought a card nearly as large as a blank et, having the letters on it in four or five different places. I saw that if I could teach my little people two letters each day, they would know them all nearly in two weeks, which would be as much, if not more, than they learn in some schools in two quarters, more than my father taught me in three. I divided the sixteen into three classes, five in each of two of them and six in the other.

I was sensible that it was a great task for a young mind to learn to distinguish the twenty-six different shapes of the letters so readily and

easily as to name them as soon as seen. So I passed over the capital letters entirely, and confined their attention wholly to the small letters, knowing that they would get the big ones by degrees, and without any special effort. I took the more simple letters first; for instance, if the letter m was the lesson, I asked them how many lines in the letter, how the lines ran, to the top or the bottom of the card, how many crooks in it, whether the crooks turned all the same way? These, and such like questions, were repeated, until the dullest one could answer them at once.

The five little fellows were standing in a line around me and in front of the hanging card. When we were all ready, the moment I said "three," in counting one, two, three, each one sprang to the card to show me with his little finger the letter m. The one who got an m first, I patted on the cheek, kissed him sometimes, and sometimes gave him a penny, telling him not to buy candy with it, but to put it up in his bank until he had enough to buy a knife. Then they all came back to their line again, and we had another trial of speed and knowledge. When I was sure that the letter was fairly in their minds, I reviewed, in the same way, some of the old letters.

There were no tears shed in this way of learning the letters, as I shed them under my father's method. Their lessons gave them more fun than any game upon the green. The little fellows, their mother's told me, would sometimes laugh and play at letter-learning in their sleep. The other scholars would do nothing willingly during the letter lessons, but sit with their ears open, and their eyes, intent to hear and see the fun. By the end of the two weeks they had nearly all the letters learned, as I had undertaken to make them do. By the end of the first quarter they could read, with the exception of two or three dull ones, such a lesson as the first chapter of John's Gospel, without spelling the words. Not only this they could spell the words in the lesson with the book shut. They could tell, also, the common meanings of the words, and also of the sentences. Of course, they were not theologians at their age, and with the instruction given to them. One Sabbath day the father of one of my little girls was reading a lesson for himself in one of the gospels, and said to his little daughter: "Come hither, and let me see whether you know any of the letters," pointing to the place where he was reading. The dear little thing named the first word, and went on like an experienced reader, and not naming the letters only, as her father

hoped she would do at her best. The surprised father looked at the child, looked at the text, and then looked at the child again. Then saying: "You know that by heart," he tried her in another place, and she read off there, too, without spelling. He then brought in her mother and some of his older children to hear the reading. They were all surprised and much pleased. I could tell other instances of similar surprise and pleasure at the progress of these sixteen scholars.

Some may doubt the truth of this narrative, but when I tell them the methods by which I obtained such results they will not be surprised at them, but rather wonder that the results were not greater than they were. In my next communication I will, therefore, point out my plans.

AN OLD SCHOOLMASTER.

VIRLAND, N. J.

TEXAS.

AN old resident of Texas writes us "a word or two in regard to the Free School system in Texas." He says: "It has been a success, decidedly so, considering the opposition which it met with in the outset by a majority of our citizens who did not understand its work. It has already accomplished wonders. If not crippled more than its most ardent friends expect, and if not interfered with by injudicious legislation, it will yet do more. Nearly double the number of children are now attending school in Texas over any former period in our history, and many more are preparing to attend as soon as the weather will permit. Some fears are entertained in regard to the action of our Legislature, now in session, as many of our legislators need information on the whole subject of Free Schools. They are in favor of education, but have but little knowledge of the best means of securing its benefits to all. We hope no action will be taken to decrease the power for good of the present system which has thus far worked so well. I do not think that a majority of our Legislature are opposed to our Free School system.

"The yeomanry of the State, sometimes called 'the common people,' are much pleased with what has been done, and I find the incoming immigration from Northwestern States unanimous, as it is all in favor of Free Schools. They say if the system is seriously crippled it will prevent many who now contemplate removing thither from coming. Having experienced the advantages of good schools, they will not live where such advantages cannot be enjoyed.

"I am glad to say that the AMERICAN JOURNAL OF EDUCATION is doing much to aid the Free School's work in the State. Its circulation among us is largely on the increase."

DRAWING IN SCHOOLS.*

THIS new applicant for public favor consists of four series, with an inventive and applied course in each. The former comprises those exercises in which the figures drawn by the pupil are inventions of his own, formed by combining elements named by the teacher. Instructions for teaching this course are contained in the Manual, which gives very fully the order of exercises, and is copiously illustrated.

The applied course consists of a number of drawing-books, with a progressive series of copies, beginning with the simplest combinations and gradually leading into complex designs of great variety. The series are as follows:

I. *The Synthetic Series*, designed for primary departments.

II. *The Analytic Series*, still further carrying out the subject of invention and imitation.

III. *Perspective Series*.

IV. *Geometric Series*.

Of these the manual and four drawing-books are now published, constituting the first series.

The order in which the lessons in invention are arranged is admirable, from its graded character and careful adaptation to the wants of pupils. The first inventions are with straight lines; succeeding these are inventions in which—1st, angles; 2d, triangles, and 3d, quadrilaterals, are the elements. Next come similar exercises with curve lines, and the synthetic series, as far as invention is concerned, is completed. But these exercises are to be accompanied by practice in imitation, and this is supplied by the applied course, in which the copy is carefully graded to correspond with the order of invention.

The copy in straight line consists of representations of familiar objects in outline, ending with some of the simpler forms of crystals. The curvilinear copies include drawings of leaves, flowers, shells and insects. These books are designed to teach neatness, accuracy of execution, tasteful arrangement; and by leading, as they do, into the field of natural history, are valuable as supplementary objective lessons on that subject.

Throughout the series, there is perfect consistency with itself, and with the principles upon which it is based.

Designed for young pupils, it takes nothing for granted, requires no previous knowledge that is not possessed by any child of ordinary intelligence at six years of age. It calls into play the imagination, which is active at this time; develops it, controls it by subjecting it to the restraints of taste

* NEW SERIES OF DRAWING BOOKS. By Prof. Hermann Krüsi. New York: D. Appleton & Co. For sale by St. Louis Book and News Co.

and judgment. It gives mental as well as mechanical activity, and by the variety afforded by invention, relieves the drill of drawing line after line, angle after angle, of its monotony. It does not limit the drawing exercise to mere copying, as is the case in other systems. Drawing is here recognized in its true character—that of a *means* to an *end*, not the *end* itself. It is in our schools but another language, invaluable as a means of expressing certain thoughts. Only a mind thoroughly imbued with the true educational spirit, that which investigates the laws of mind, and then recognizes those laws in the selection of subjects to be presented to the child during his school-life, could have invented this system. Such, indeed, is Prof. Krüsi, whose life-time has been given to the study of the philosophy of education and the practical embodiment of that philosophy in methods of instruction.

Because of the conformity of this system to natural laws of development, we necessarily expect to find it eminently practical. That it is such has been demonstrated for years by successful experiments in different schools.

A want long felt by public school teachers is supplied by this system. Most of them are totally unacquainted with the subject, and while those in cities have been so fortunate as to receive art instruction from competent masters, the majority have had no means of obtaining knowledge upon drawing, except from manuals of various systems, which too often have not fully recognized the ignorance of those whom they are designed to aid, and have so failed by being too general.

To this Manual no such objection can be raised. Any teacher, however ignorant of drawing they may be, can, by its aid, teach it successfully. And when she follows the inventions by the accompanying applied course, she will lay for her pupils a foundation for real art-work in the future, no less than give them a training of the hand and eye that will be valuable in all their future occupations.

We shall wait with impatience for the coming series. That they will carry out, with the same degree of excellence, the plan as exhibited by the author in his introduction, can hardly be doubted.

A great work for the common schools of our nation has been accomplished when a system of drawing that is natural, progressive and practical has been introduced. That Prof. Krüsi has inaugurated this movement most successfully, can hardly be doubted by those who have given his books the examination they deserve.

A RIDDLE FOR YOUNG GEOGRAPHERS.

I AM going to tell you something about a river, and you shall find for yourselves what river it is. It flows out of a great lake, carrying its waters to a gulf, which empties into the ocean. I will tell you what I saw when I sailed part way down it, a few years ago; and because we passed across the lake to reach the river, I will begin by saying that, about four o'clock one bright July afternoon, we stepped on board a steamer at one end of the lake and started on our voyage.

On either side could be seen the shore of the lake, and now and then a village or town. The water was beautifully blue, and the waves came dashing against the prow of our boat as it cut through, so that our party went forward and sat where we could see them rising in diamond spray, and falling again into the mass of waters.

The sun sank lower and lower, till he disappeared altogether, and the pale moon, with her retinue of stars, took his place. The steamer went plowing along through the water, and we sat on the deck a long time listening to the music of the waves against the sides of the boat, and looking at the stars as they looked at us.

One part of the lake is so wide that neither of the shores can be seen. We went to bed at last, and slept soundly till about three, when we were called up to see the sun rise from the water. The air was cold and chilly, but we walked back and forth upon the deck and were at last rewarded with the promised sight—the sun rising, as it were, from his bath in the blue waters of the lake directly ahead of us.

The steamer kept on her way, passing on the left, as she left the lake and entered the river, a large city with a good harbor, and soon after another on the right. The latter is a great railroad station. After leaving several of our passengers here we went on, and soon we came to a multitude of little islands, green with grass and trees, apparently scattered on the surface of the river. We passed one after another, each one seeming more beautiful than the last, and kept on our way.

In the course of the morning some one called us to come forward to the bows of the boat, and told us to look ahead. We looked down the river and saw, at only a short distance, a line of white foam, where the wild waves dashed up against each other in the rapids of the river. From one bank to the other, as far as the eye could reach, and just across our path, they leaped, and plunged, and flung up to the sunlight their spray and foam. In one minute more we were amongst them, our boat tossing about like a shell on the waves, now up,

now down, and hurled madly along at their will. "It was glorious!" and, so saying, we dashed through them, and came to smooth water again, and sailed on.

We kept on nearly through the summer's day, till, about four o'clock, we drew near to our destination, a city built on an island in the river. But before we could reach the city we were to pass through more rapids, and so we stopped at a village and took on board an experienced pilot to hold our helm for us. His steady eye and strong arm carried us safely through, and we steamed up the long wharf of the city. It is on the eastern shore of an island, which is situated just where a branch of the river joins it on the north bank. If we should have sailed about five hundred miles farther we should have come to salt water.

What we saw in the city I will tell you at some other time, when you have told me the names of all the places I have mentioned. Those who know them, or think they do, will please write us.

BOOKS RECEIVED.

From the St. Louis Book & News Company:

SANTO DOMINGO, PAST AND PRESENT, with a Glance at Hayti. By Samuel Hazard, author of "Cuba, with Pen and Pencil," with maps and numerous illustrations. New York: Harper & Bros. 1873.

MIDDLEMARCH. By George Eliot. Completed in one volume. Harper & Bros., New York.

ROBIN GRAY, a Novel. By Charles Gibbon, author of "For the King" and "For Lack of Gold." Library of select novels. New York: Harper & Bros. 1873. Paper, 50 cents.

BREAD AND CHEESE AND KISSES. By B. L. Fargoon, author of "Blade o' Grass," etc. New York: Harper & Bros. 1873.

THE YALE NAUTICAL ALMANAC, for 1873. New Haven: C. C. Chatfield & Co.

MYSTERIES OF THE VOICE AND EAR. By Prof. O. N. Road. Columbia College, New York. New Haven: C. C. Chatfield & Co.

BOOK NOTICES.

CAMPBELL'S NEW ATLAS OF MISSOURI.

We have presented in this work such a thorough, truthful and complete compendium of valuable information in regard to the geology, climatology, history, agriculture, entomology, education, railroads, religious denominations and other statistics of use, as has never before been presented.

In addition to this, the Atlas contains maps of every county in the State, made from the original Government surveys, and also from special surveys by a corps of practical men under the personal supervision of Mr. R. A. Campbell, which for legibility and correctness have never been excelled.

There is also a fine, complete double sheet map of the United States, a new map of Missouri, colored in counties; a political map showing the congressional, judicial, State Representative and Senatorial Districts; a map of the City of St.

Louis, with streets named, the wards numbered, parks, horse-railroads, etc., etc.

It is just such a work of utility, value and elegance, in size and style of Mitchell's new general atlas, as every business man and every intelligent citizen of the State will be glad to possess.

It is sold only by subscription. R. A. Campbell, Publisher, St. Louis, Mo.

THE MINNESINGER OF GERMANY. By A. E. Kroeger. New York: Hurd & Houghton, 1873. For sale by Soule, Thomas & Wentworth.

CONTENTS: I. The Minnesinger and the Minnesong. II. The Minnelay. III. The Divine Minnesong. IV. Walther von der Vogelweide. V. Ulrich von Lichtenstein. VI. The Metrical Romances of the Minnesinger, and Gottfried von Strassburg's "Tristan and Isolde."

Historical connection is a great fact in human life. Cut off from one's fellows and isolated in time, our mortal life is reduced to its lowest terms, and amounts to very little indeed. On the other hand, the nation or family that can boast the greatest history, and that cherishes that history and draws inspiration from it, is the nation or family to defend most stubbornly its individuality. The function of culture consists chiefly in the act of taking possession of the heritage of history—the mastery of the thought and the practical deeds of the race! He who should set out on an "original" basis, without having first made himself master of what has already been accomplished by his fellows, would do a very foolish (though by no means unusual) thing. The process of culture consists in attacking, one after another, the historic forms or growths, and penetrating through their external foreign aspects—their wrappage of alien and unrecognizable forms—to their rational kernel, which is the food upon which the mind waxes to best advantage.

Viewed in this light, it is not merely a curious and fanciful study—an attempt to pick up a little from the Minnesingers—that should engage our time and endeavor; but we can all find great occasion for broadening and deepening our minds in seeking out the standpoint and mode of utterance of these singers in the middle ages. How life looked through their eyes—in what respect this view still has validity for us now—these questions cannot be weighed carefully without profit.

We must find ourselves in what lies far away from us, and our warmest thanks are due to Mr. Kroeger for condensing into a moderately sized book so many hours of loving study on these writers.

These poetic translations, and the essays on the form and style of that species of poetry, furnish us the best means yet accessible to gain a knowledge of the literature of that epoch.

Poverty of content characterizes all of these poems. By this we mean that there was no rich secular life at that epoch which could be portrayed in the poems. Compare any one of them with a poem of Goethe's, or still better with one of Tennyson's, and how incomparably fuller of human life the latter! And yet the poems of the Minnesingers were more wonderful in rhythm and rhyme than our modern poetry.

Cotemporaneous with the rise of the

Minnesongs, those wonderful poems in stone—the Gothic Cathedrals—were begun. It were instructive to trace a certain resemblance between the two.

In the Gothic Cathedral—the one at Cologne most perfectly realizes the ideal—there is expressed throughout the sense of the most ardent aspiration. A striving for the beyond, for the higher, a contempt for the earthly is made visible in the slender columns, which seem to be pulling up the floor, and supporting it rather than the roof. "The support is above," says the mute language of this style of architecture. In its details we have an almost infinite repetition of one fundamental form. The shape of the whole Cathedral is repeated in the parts. The front elevation, with two towers, between which is the high pointed roof, reminds us of the two hands lifted in prayer. Then in the ornamentation of every window and door, and in every termination of the upward striving walls, there is the same form reappearing. Every portion strives directly upward, and ceases in the same common form when interrupted.

Thus in Gothic architecture we have a sort of visible rhyme, no longer fluid, but frozen solid in stone. The classic Greek architecture, indeed, possesses rhythm and measure, but not this semblance to rhyme which we find in Gothic architecture.

In the Minnesongs, it seems that all the possibilities of rhyme were utilized. Rhyme was their chief art. As Mr. Kroeger tells us: "We have Minnesongs wherein every word of every line rhymes with the other, while the lines again rhyme in the usual way amongst themselves; poems wherein the last word of the line is rhymed by the first of the next line; poems wherein the last word of the strophe rhymes with its first word; poems built in strophes of twenty and more rhymes; poems of grammatical rhymes, in the most various possibilities; poems of word-playing rhymes, etc.; and in most cases the fundamental rhythmical beauty reigns supreme, and makes the ornamentation seem natural outgrowth."

The Hymn to the Virgin, "after the manner of Gottfried von Strassburg," is perhaps the most valuable of the many treasures of the book.

THEY MEAN BUSINESS.

THE managers of the St. Louis, Kansas City and Northern, and Kansas City, St. Joseph and Council Bluffs Railroad now run a through passenger train with the justly celebrated Pullman's Palace Coaches between St. Louis and Omaha, without change, making direct connection with the Union Pacific Railroad for all points in Nebraska, Utah, Montana, Idaho and California. This is the only line running through cars between St. Louis and Omaha. This train—the "California Express"—leaves St. Louis at 8:30 A. M., Sundays excepted.

They run three express trains, with elegant and luxurious reclining chair cars free, in addition to the Pullman palace sleeping cars, all equipped with patent safety platforms and air brakes over the St. Louis, Kansas City and Northern Railway daily, making good time and sure connections.

This company have also secured the services of Mr. Peter B. Groat, who has been the General Ticket Agent of the Hannibal and St. Joseph Railroad since it was first completed, to take the responsible post of General Ticket Agent of the St. Louis, Kansas City and Northern Railway. Probably no railroad man in the West ever had, or deserved, a larger number of warm, fast friends than Peter B. Groat writes upon his list. As the St. Joseph *Herald* remarks, he is "an accomplished gentleman, a most thorough and successful business man, an adept in the specialty to which he has devoted the best years of his life, his services are invaluable to any railway company, while his social qualities render him an acquisition to any community."

We are glad to learn, also, that Mr. C. C. Gilman, President of the Central Iowa Railroad, has been in the city for a conference with Messrs. Blackstone, Carr and Mitchell, of the St. Louis, Kansas City and Northern Road, relative to a twenty-five year lease of the Central Iowa Railroad, and we expect the arrangements are consummated before this.

We rather think from these combinations that "they mean business," and there is no doubt but what, under the able management of Col. W. C. Van Horne as General Superintendent, the Road will take, as it ought to, a first-class position. Mr. T. B. Blackstone has the faculty not only of getting, but of holding on to first-class talent in connection with the lines of which he is President.

BETTER APPRECIATED.

EVERY month, the work our earnest and efficient teachers are doing, not only in the schools, but in the communities in which they are located, is being better understood and appreciated.

School taxes are levied to build school-houses, furnish them, and to pay the salaries of teachers, to a larger extent all through the West and South than ever before. School officers send us frequently strong words of commendation of the work teachers are doing—there is more harmony, efficiency and sympathy than ever before. Every day letters are sent us from school officers bearing this testimony.

THE Pullman Palace Car Company are now running seventy-five cars over 8,935 miles of track centering in Chicago.

These cars are found on nearly all the first-class roads in the country. In fact they have become a necessity to the traveling public, and for comfort and convenience are unequalled. They have made night travel a luxury, instead of a nuisance. A business man retires in Chicago and wakes in St. Louis—refreshed and ready for business—feeling that he has got the worth of his money, and the conductors, so far as our experience goes, show their patrons every possible attention.

SPECIAL NOTICES.

BOSTON TYPE FOUNDRY.—The elegant new dress in which the *American Journal of Education* appears, is furnished by the BOSTON TYPE FOUNDRY.

Mr. J. A. St. John is the representative of this Company in St. Louis, located at 207 Chestnut street, where all orders will be promptly filled with a class of goods which for years have stood the very first in the country. Don't fail, when you visit St. Louis, to call and look over this establishment.

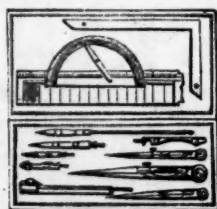
THE LATEST.—Lately, at the wholesale warehouses of the General Agents, Messrs. Viele & Mills, No. 214 North Fifth street, in this city, we had the pleasure of listening to the far-famed "Arion" piano. More truthfully it might be styled the "Enchanting." Its tones are like the low, soft murmur of distant waters, mingling with the music of birdlike voices. The treble breaks upon the ear brightly and joyously as marriage-bells ringing liquid crystals. Anon the distant rolling thunders of the noble bass keeps grand accord. As the swaying storm-winds evolve the multitude of all nature's sounds, the increasing diapason yields a wild concord of sublime melody. One feels bewildered at the weird attractions of the instrument. The artist's pen cannot paint the living power of its fascinations which holds one enthralled, fearful of the ending of the delicious sound.

Dropping poetic descriptions for the practical, this patented Arion piano is simply the perfection of a musical instrument. Its wondrous power of continuance of tone ("off tone,") and the equality of symphony, allow the complete production of the reverberation or echo effect—each rising cord being the prototype, in purity and power, of the lower; and it has that power of extension or projection of its tones heretofore peculiar to full Grands only—filling the parlors full to overflowing. The uniform preservation of the same quality of tone under the strongest forte effects, is usually fine (none so that harsh metallic noise produced in many pianos by hard playing)—swelling from lute-like softness of the grandeur, of a full orchestra, and in its decadence fading as slowly and impalpable as the organ tone, without change of quality.

Among the many pianos we have examined, no one approaches the Arion in the simple, reasonable construction of the four vital parts of a piano.

ESTABLISHED 1840.

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IMPORTANT ANNOUNCEMENT —OF— **D. Appleton & Co.**

NEW SERIES OF DRAWING BOOKS —BY— **PROF. HERMANN KRUSI,** Of the Oswego Normal School, **Inventive Drawing (Synthetic Series)** NOW READY.

PROF. KRUSI'S aim in the preparation of his books has been to remedy the defect of the old methods of drawing, and to place the art itself where it properly belongs, as one of the most valuable and efficient of educational agencies. He divides his work into four distinct parts, progressive in arrangement, and each one calculated for a different grade of school. Each part or series consists of a manual for teachers, and of several drawing-books for the use of the pupils. Part I, of the Synthetic Series, is calculated for Primary Schools. The manual for teachers contains full directions for the development of a course of exercises, in which the pupil is continually called upon to invent forms instead of copying them, thus avoiding the monotony and weariness of the usual primary lessons. By this means the mind is kept active in devising new combinations, and a great variety of faculties are brought into exercise. The exercises are so elastic as to accommodate themselves to every capacity; and a full development of this portion of the work leads directly to the art of designing. The practice of the inventive exercises gives breadth and freedom to movement, and keeps the mind constantly active and interested in the creation of new forms. The drawing-books belonging to the Synthetic Series give practical applications of the principles developed by the inventive exercises. They contain the outlines of familiar objects, and are arranged in such a progressive order that pupils will have no difficulty in reproducing them. They give definite limits to freedom of movement, and end in giving the simpler forms of vegetable and animal organisms. This system is to be followed by three others, adapted respectively to intermediate, senior, and high schools. The manuals for teachers will contain directions so specific and minute, that teachers unacquainted with drawing may successfully introduce them into school. Specimen set of Drawing Books—four numbers—and Teachers' Manual, sent for \$1.00. Address, C. E. LANE, Agent, 307 North Fourth Street, St. Louis.

STUDENTS and others should send Stamp for a Circular and learn how to lesson their hours of Study. Address **H. DE SILVER & CO.,** Publishers, 31 South Sixth Street, Philadelphia.

NEW Seedling Grapes.

I AM prepared to furnish, at the following rates, several New Seedling Grapes of great promise and excellence: Golden Concord, 1 year, \$1 each; \$10 per dozen; \$70 per 100. Early York, two weeks earlier than Hartford Pro-life, 1 year, \$3 each; \$30 per dozen. New Haven, ripens with Hartford, \$3 each.

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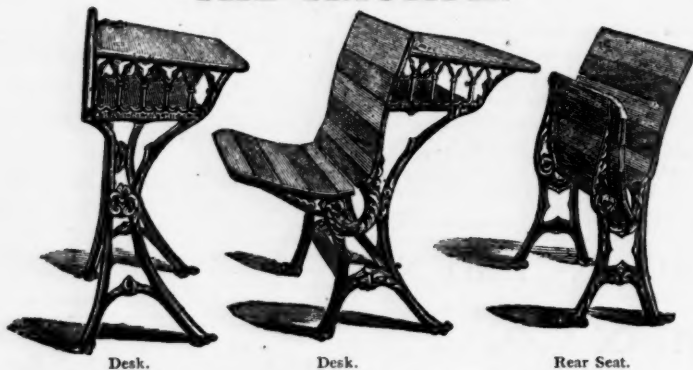
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No. 3, Grammar.....	42 "	14 "	32 "	12 to 16 "
No. 4, First Intermediate.....	40 "	13 "	29 1/2 "	10 to 13 "
No. 5, Second Intermediate.....	36 "	12 "	27 "	8 to 11 "
No. 6, Primary.....	36 "	10 1/2 "	24 "	5 to 9 "

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No. 3, Grammar.....	24 "	14 "	32 "	12 to 16 "
No. 4, First Intermediate.....	21 "	13 "	29 1/2 "	10 to 13 "
No. 5, Second Intermediate.....	18 "	12 "	27 "	8 to 11 "
No. 6, Primary.....	18 "	10 1/2 "	24 "	5 to 9 "

Rear Seats to each size, single and double, one-half the above widths. Double, for sizes 1, 2, 3, 4; double, for sizes 5, 6. Single, for sizes 1, 2, 3, 4; single, for sizes 5, 6.

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Size.	Long.	High.	Wide.	Age Accommodated.
No. 1, High School.....	42 inch.	16 inch.	33 inch.	15 to 20 years.
No. 2, Gram.mar.....	42 "	15 "	32 "	12 to 16 "
No. 3, First Intermediate.....	40 "	14 "	29 1/2 "	10 to 13 "
No. 4, Second Intermediate.....	36 "	12 1/2 "	27 "	8 to 11 "
No. 5, Primary.....	36 "	11 "	24 "	5 to 9 "

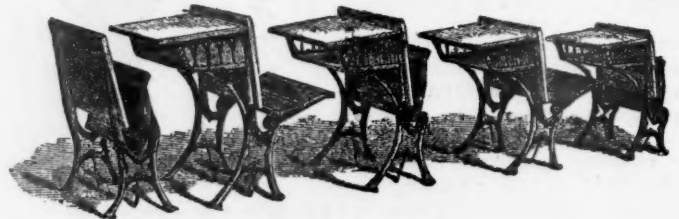
SIZES AND PRICES SINGLE DESKS.

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No. 1, High School.....	24 inch.	16 inch.	33 inch.	15 to 20 years.
No. 2, Grammar.....	24 "	15 "	32 "	12 to 16 "
No. 3, First Intermediate.....	21 "	14 "	29 1/2 "	10 to 13 "
No. 4, Second Intermediate.....	18 "	12 1/2 "	27 "	8 to 11 "
No. 5, Primary.....	18 "	11 "	24 "	5 to 9 "

Rear Seats, single and double, one-half the above widths. Double, for sizes 1, 2, 3, 4; double, for sizes 5, 6. Single, for sizes 1, 2, 3, 4; single, for sizes 5 and 6.

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Rear Seats to match each size, \$4 50.

N. B.—Single Desks of this style are not made—and only three sizes of double ones. Recitation Seats, of any length, per lineal foot.

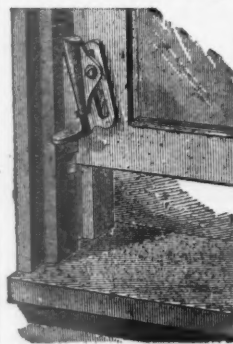
For Teachers' Desks, see our large Illustrated Circular and Special Price List.

About Shipping.—We ship all Desks, except one with each order, in *knock-down*: this method secures low freight rates, and obviates all possibility of *breakage*: the one Desk is put up ready for use, and with our printed directions will enable one to put together the Gothic Desks for 25 cents each. No charge is made for packing and delivery at the Depot or Wharf-boat in this city; and all screws, ink-wells, foot-rests, braces, etc., to entirely complete the Desks, are included *without extra cost*.

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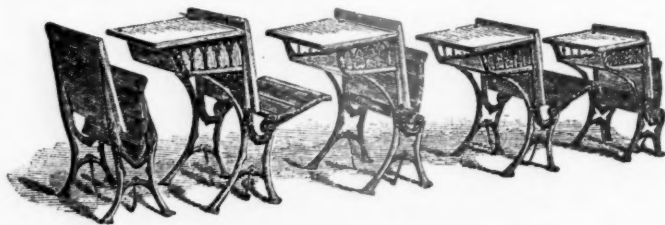
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